

**Leander Independent School District**  
**Parkside Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Vision

**Students will exit our system with the same passion for learning they had when they entered,  
without economics determining success.**

*Every Option Open.*

## Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Parkside Elementary has 927 students enrolled currently in a fast growing community. Four percent of our students are identified as Economically Disadvantaged, three percent as English Language Learners, and ten percent as Special Education. According to STAAR data and district benchmarks, the gap between eco. dis. and non-eco. dis. has decreased in all tested areas. Our campus needs to improve on SPED students meeting standard on STAAR and making a year's growth in reading, measured by the DRA and TPRI assessments.

### Demographics Strengths

- Decreased the gap between Eco. Dis. and Non Eco. Dis. students in all areas of STAAR
- No gap between Eco. Dis and Non Eco. Dis students on Science STAAR
- The gap decreased in all areas on District Benchmarks
- The number of SPED students meeting standards on STAAR increased in all subject areas

### Demographics Needs

- 3rd grade SPED STAAR reading is below district average; 33% Parkside, 55% District
- Increase SPED % passing rate in each grade level in all subject areas for STAAR
- Increase the number of SPED, ELL , and Eco. Dis. students reading on grade level by the end of 2nd grade

## **Student Achievement**

### **Student Achievement Summary**

Overall, Parkside Elementary scored in the high 80's and 90's on all tested subjects. Our advanced performance percentage is above the district average in all tested areas. This year we need to focus on strengthening our PLC's by attending Region 13's PLC network and focus on students taking ownership of their learning (Scholar's program and SLB's). Parkside will continue to focus on Math instruction to increase rigor and problem solving skills to increase performance on the Math STAAR assessment at all grade levels.

### **Student Achievement Strengths**

- Maintained 90% or higher for all grade levels on STAAR Reading
- Increased Eco. Dis. percent meeting standard for 3rd and 5th grade Reading and 5th grade Science
- Above district percentage in all grade levels on the DRA
- STAAR Reading and Science we increased the percentage of students achieving Advanced
- Parkside's percentage of Advanced on STAAR is higher than district percentage
- Math STAAR passing percentages: 5th- 89%, 4th- 91%, 3rd- 93%

### **Student Achievement Needs**

- Decreased percentage for reading and writing on 4th grade STAAR
- 86% of students are reading at or above grade level by the end of 2nd grade; previous year was 90%
- 71% of students made 1 year's growth in Reading
- 89% of students met standard on Science STAAR

## **School Culture and Climate**

### **School Culture and Climate Summary**

Parkside Elementary is a student-centered campus that strives to support students in becoming positive leaders and in taking ownership of their learning. Based on student survey data, students feel safe at school, in and outside the classroom. Our campus has several opportunities for student involvement and leadership roles through Mustang Council and student clubs. This year, we earned the No Place for Hate distinction and participated in many activities to promote acceptance and kindness in the NPH club and campus wide. We plan to re-launch the Scholar program, implement live video announcements and continue to encourage student leadership opportunities.

### **School Culture and Climate Strengths**

- Attendance rate is 96.4%
- 94% of students feel safe in their classroom
- 95% of students feel safe on campus outside of their classroom
- 0.5% of students have 5 or more discipline infractions
- 0.04% of students have a discipline fraction
- Campus received No Place for Hate distinction
- Student-centered campus: Mustang Council, No Place for Hate, Scholar Assemblies

### **School Culture and Climate Needs**

- Relaunch Scholar Traits to guide the focus on students ownership
- Revisit campus vision to refocus where we strive to be as a team
- With lots of new growth reestablish high functioning teams (norms, social contracts, team building)

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

This year, Parkside focused on student ownership of learning through the SLBs and the PLC 4 questions. Based on SLB survey data, Parkside needs to improve on providing challenge opportunities for students in the classroom continue to have students setting goals and tracking progress. All current teachers teaching reading have attended LISD's power teaching training to continue the implementation of balanced literacy for students. We will continue professional development in supporting teachers with Bridges.

### **Curriculum, Instruction, and Assessment Strengths**

- 99% of students agree or strongly agree that they understand the learning target and its importance
- 93% of parents agree or strongly agree that the campus has a system to help students set goals and track progress
- 93% of students know where to get help when they are struggling
- 98% of students are excited and actively participating in class

### **Curriculum, Instruction, and Assessment Needs**

- 82% of the teachers feel that their students set goals and track their progress
- 66% of teachers agree or strongly agree that students seek deeper learning when they need to be challenged
- 78% of parents feel their child are being enriched/challenged

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Parkside has great community support and parent involvement. We plan to continue to build a partnership with parents and provide opportunities for parent participation. Parkside hosts several evening events with PTA for families such as family flix night, book fair night, Breakfast with Santa and will add a Math and Science night this year. Parkside has a strong PTA executive board and many parent volunteers. The campus will communicate with parents via newsletters, weekly emails, social media and teacher websites. This year the staff will kick off the new year with their 1st "Welcome Tour" before open house.

### **Family and Community Involvement Strengths**

- Strong PTA
- Strong representation of volunteers on campus
- Book Fair Family Night and Family Fitness Nights are highly attended
- 94% of parents feel like Parkside encourages family involvement
- 95% of parents feel informed and included in parent teacher groups: PTA, Watch Dogs, etc.
- 92% of parents feel like the environment is inviting

### **Family and Community Involvement Needs**

- More evening opportunities for families: Math Night, Science Night
- According to parent survey, 38% of parents feel like Parkside is lacking opportunities for students to participate in community service projects
- 25 % of parents express the need to participate in opportunities to assist students with social-emotional needs
- 115 parents participated in parent survey



# Technology

## Technology Summary

Parkside staff participated in the Educate Ignite training this year. All students have logged into their Google account and are using a variety of apps/programs in their classes. With the new tech roll out, campus wide, we will support teachers throughout the year with ways to integrate technology into lessons. We plan to establish campus technology guidelines for students to help educate students in digital citizenship. Several staff members have participated in a summer Google challenge to encourage teachers to try new technology and plan for use with students. The campus will also utilize remind 101 and weekly newsletters from the principal to increase communication on campus.

## Technology Strengths

- Over 50% of grades 3, 4, and 5 students feel they use technology at least a few times a week
- All students have logged into Google Docs
- Students are utilizing different modalities of technology; Google Docs, Power points, Educational Apps, etc.
- Teachers are excited to be incorporating the new technology into their lessons
- Teachers were trained in Educate Ignite

## Technology Needs

- New roll out for current technology
- Campus guidelines for technology
- 59% of teachers agree or strongly agree used the latest technology to communicate and to interact
- 61% of the teachers agree or strongly agree the computer systems are reliable
- Teacher training to enhance technology usage

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher STaR Chart Technology Data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**


- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: College and Career Ready: Students exit our system college and career ready

**Performance Objective 1:** Increase the percentage of students meeting advanced performance in all grades on all STAAR assessments to 36% or more. (2015 baseline 31%)


### Summative Evaluation: STAAR Assessment Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Professional development opportunities (Bridges, Power Hours, Power Teaching, etc.) for staff on challenge, engagement and rigor strategies to use with students.	IC, teachers, support staff	agenda, discussion of lesson plans in CC time			
Funding Sources: 199 - General Funds					
2) Promote a college going and career ready culture with students during campus events (i.e. college facts on announcements, college shirt day, promoting feeder M.S. and H.S. events, etc.).	Admin, teachers	recorded announcements, insiders, attendance at events			
Funding Sources: 199 - General Funds					
3) Teachers will continue to function as a Professional Learning Community with planning focused on the 4 critical questions: 1. What do our students need to learn? 2. How will we know they have learned it? 3. What will we do if they don't learn it? 4. How will we extend/challenge the learning of those who already know it?	IC, Admin, teachers, support staff	PLC network planning, CC time agendas			
Funding Sources: 199 - General Funds - \$4150.00					
4) Extended learning opportunities will be provided throughout the year as a vehicle to continue the level of parent involvement in student learning (i.e. site based committee, coffee chat with principal, curriculum nights and fitness night).	PTA support, admin	Attendance at events/meetings			
Funding Sources: 199 - General Funds					
5) Teachers will participate in PD to plan for incorporating the use of technology into lessons to support the curriculum.					
					

**Goal 1:** College and Career Ready: Students exit our system college and career ready

**Performance Objective 2:** 80% of students at each grade level will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by June 2016. (2015- 71%)

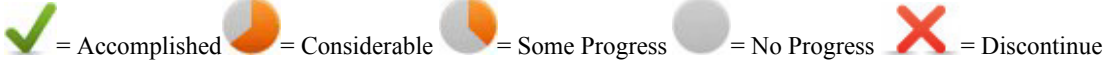
**Summative Evaluation:** DRA assessment Data;  
Year's Growth in Reading Form

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will set a goal focused on a year's progress for each student and set processes for students to track data and set personal reading goals.	IC, teachers, Support Staff	EOY DRA data, Year's growth data form			
Funding Sources: 199 - General Funds					
2) Staff will meet regularly to analyze data to guide instruction and plan for intervention and challenge to differentiate for the needs of students.	IC, teachers, support staff	DRA data, DB data			
Funding Sources: 199 - General Funds					
3) Professional development (Power Hours, Power teaching, CC time, etc.) will be provided to support teachers in guided reading strategies, interpreting DRA data and next steps.	IC, teachers, support staff	Teacher attendance at PD, agendas			
Funding Sources: 199 - General Funds					
4) Teachers will collaborate with support staff (SRP, Dyslexia, ESL, SPED, Sprog, Counselor) on best practices and strategies to support our Eco dis students and students receiving support from special programs.	Support Staff, IC	student data, PD agendas			
Funding Sources: 199 - General Funds					
					

## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Increase the percentage of SPED students meeting standard on STAAR assessments in all subjects by 5% (2015 - Reading 54%, Writing 63%, Science 63%, Math 62%).


### Summative Evaluation: STAAR Assessment Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Collaboration (team meetings, CC time) among SPED and Gen. Ed. staff to plan for and create action plans to meet student needs.	SPED and Gen. Ed. staff	planning documents			
Funding Sources: 199 - General Funds					
2) Regular SPED team meetings to collaborate about student needs and share ideas to support students.	SPED staff, admin	agendas			
Funding Sources: 199 - General Funds					
3) Teachers will consistently review district benchmark data, common assessment data, DRA and TPRI data and STAAR data to guide instruction and differentiate instruction to meet the needs of ALL students.	teachers, support staff, IC	data, agendas			
Funding Sources: 199 - General Funds					
					

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 1:** At least 90% of our students and teachers will answer "strongly agree " or "agree" to the following SLB survey questions: "I know my learning goals and track my progress throughout the year" and "My students set learning goals and track their progress toward those goals." (Baseline 2015-students 87.9%, teachers 82%)


**Summative Evaluation: SLB Survey Data**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teams will develop a plan to support students in regularly setting goals and tracking their progress.	teachers and support staff	data notebooks, I can journals, data forms			
Funding Sources: 199 - General Funds					
2) Teachers will complete goal setting meetings with each student and their parents.	teachers and support staff	conference schedules, goal setting documents			
Funding Sources: 199 - General Funds					
3) Each student will utilize a data tool to set goals and track their progress.	IC, teachers	Completed data tools, learning walks			
Funding Sources: 199 - General Funds					
					

**Goal 3: Student Learning Behaviors: Students own their learning**

**Performance Objective 2:** At least 80% of teachers will respond "agree" or "strongly agree" to the statement "My students seek deeper learning when they need to be challenged further in their learning" on the EOY SLB teacher survey (2015- 66% chose agree or strongly agree).

**Summative Evaluation:** SLB teacher survey data






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Staff will participate in professional development opportunities to learn strategies to challenge students and support students in seeking challenge opportunities when needed.	IC, admin, teachers, support staff	agendas, presentation notes			
Funding Sources: 199 - General Funds					
2) Teachers will participate in PD to plan for incorporating the use of technology into lessons to support the curriculum.	IC, facilitators	lessons, evidence of student work			
Funding Sources: 199 - General Funds					
3) Campus focused Problem of Practice professional development centered around the concepts of student ownership of learning.	Admin, teachers, IC	Problem of practice document			
Funding Sources: 199 - General Funds					
					



## Goal 4: Whole Student: Students are healthy, safe and engaged


**Performance Objective 1:** At least 80% of teachers and at least 80% of students will select a rating of 3 or higher on a 4 point scale acknowledging their understanding of the 12 scholar traits.

**Summative Evaluation:** Scholar Trait Survey results (Campus created)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continue to teach and support the Scholar traits, through announcements, assemblies and class activities, to increase awareness of student ownership of learning.	admin, teachers, scholar committee	assembly notes, videos, lesson plans			
Funding Sources: 199 - General Funds					
2) Staff and students will complete a survey rating understanding of the traits at BOY and EOY.	IC, admin	Survey data			
Funding Sources: 199 - General Funds					
3) Campus will re-launch the scholar traits to refocus students on taking ownership of their learning.	teachers, admin, Scholar committee	Launch day, assemblies, trait postings throughout campus			
Funding Sources: 199 - General Funds					
4) Students will learn and practice the 12 Scholar traits.	Admin, teachers	Mustang Council assemblies, announcements, classroom lessons, postings on campus, scholar shout-outs			
Funding Sources: 199 - General Funds					
5) Continuous Improvement tools will be used by staff and students to guide decision making and ownership of learning.	IC, admin	CII attendance, tools used in classrooms, student book created			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 4: Whole Student:** Students are healthy, safe and engaged


**Performance Objective 2:** Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					

**Goal 4: Whole Student:** Students are healthy, safe and engaged

**Performance Objective 3:** We will continue to have at least 95% of students in third through fifth grade answer "strongly agree" or "agree" to the following survey question: "I feel safe on my campus outside my classroom." by June 2016. (2015 95%)

**Summative Evaluation: Student Survey Data**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students and staff will be trained on steps to take to report bullying, stand up against bullying and support victims of bullying.	Admin, counselor	Culture of kindness training completed with all students, Anonymous Alert training completed with 4th and 5th grade students, announcements, counselor's lessons in the classroom, NPH distinction for 2015-2016 school year			
	Funding Sources: 199 - General Funds				
2) Teachers will vertically review common area expectations for students and staff to ensure safe practices.	Teachers, admin, counselor	student monitoring before and after school, evidence of procedures followed in hallways			
	Funding Sources: 199 - General Funds				
3) Inclusive Schools Week: Announcements and classroom activities geared to celebrating diversity and awareness at Parkside.	Staff, admin, counselor	completed activities, announcements			
	Funding Sources: 199 - General Funds				
					

# Addendums

**120 PARKSIDE ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: KIMBERLY WALTMON

<b>Teaching Staff</b>				
Total	Average Years Experience	New to District	New to Profession	New to Campus
64	10.2	7	1	1

Grade	Total	%
EE	8	0.9%
KG	153	16.5%
01	152	16.4%
02	157	16.9%
03	167	18.0%
04	154	16.6%
05	138	14.9%
<b>Campus Total</b>	<b>929</b>	

<b>Economically Disadvantaged</b>		
N	898	96.7%
Y	31	3.3%

<b>Students with Disabilities</b>		
N	857	92.2%
Y	72	7.8%

<b>At Risk Students</b>		
N	636	68.5%
Y	293	31.5%

<b>Ethnicity</b>		
ASIAN	95	10.2%
BLACK	12	1.3%
HISPANIC/LATINO	139	15.0%
TWO OR MORE RACES (MULTI)	43	4.6%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	639	68.8%

<b>Gender</b>		
FEMALE	448	48.2%
MALE	481	51.8%

<b>Gifted and Talented</b>		
N	770	82.9%
Y	159	17.1%

<b>English Language Learners</b>		
N	899	96.8%
Y	30	3.2%

<b>Students in Bilingual Program</b>		
N	929	100.0%

<b>Students in ESL program</b>		
N	899	96.8%
Y	30	3.2%

PARK (120)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning Learner engagement	At least 90% of our students will answer "strongly agree " or "agree" to the following student survey question. "I know my learning goals and track my progress throughout the year." (Baseline 2014- 86.4%)	No. According to the student SLB survey, 87.9% of students marked agree/strongly agree.	Teachers implement knowledge from staff development with students
	Data analysis and goal setting	At least 90% of our teachers will answer "strongly agree " or "agree" to the following teacher survey question. "My students set learning goals and track their progress towards those goals" (Baseline 2014-79.3%)	No. According to the SLB teacher survey, 82% of teachers marked agree/strongly agree.	Staff development on SLBs-uses in the classroom, discussions, modeling
Eliminating the Achievement Gap	Learner engagement	Decrease the gap between the economically disadvantaged students and non-economically disadvantaged students that met standard on the Math STAAR assessment to 25% or less. (Baseline 2014 - 30.0%)	Yes, the gap currently is 16%.	Continue supporting teachers with the implementation of bridges.
	Data analysis and goal setting High yield strategies Plan for intervention / challenge Essential learning aligned to TEKS	Decrease the gap between the economically disadvantaged students and non-economically disadvantaged students that met standard on the Reading STAAR assessment to 15% or less. (Baseline 2014 - 21.2%)	Yes. Our gap decreased to 9.7% according to STAAR data.	Continue focus on best practices and strategies for all students.
College and Career Readiness	Learner engagement	Increase the percentage of special education students meeting standard on the Math STAAR assessment by 10% (62%) or more. (Baseline 2014 - 56.5% )	Yes, 62% of SPED students met standard on Math STAAR.	Continue supporting teachers with the implementation of bridges.
	Essential learning aligned to TEKS Supportive learning environment Student ownership of learning Plan for intervention / challenge	Increase the percentage of students meeting advanced performance in all grades on all STAAR assessments to 30% or more. (Baseline 2014 - 24.4%)	Yes. According to STAAR data, 34.5% of students met advanced performance overall.	Focus on enrichment and challenge in PD. Teachers will implement strategies with students to differentiate for student needs.
Focus on Whole Student	Supportive learning environment	Parkside will participate in completing all the activities and expectations presented by the ADL to become a certified No Place For Hate campus by the end of the 2014-2015 school year.	Yes. Parkside received NPH certification this year.	Continue NPH club and activities that promote a positive and accepting campus culture.